

ST IVES PRESCHOOL KINDERGARTEN

2024 STAFF

DIRECTOR

Julie Harris

TEACHERS:

Rachel Mitchell (3 Days)

Michelle Fryar (3 Days)

Katey Nemes (2 Days)

Avril Mahony (2 Days)

CHILDCARE EDUCATORS:

Sue Mackaness (Mon through Friday)

Sonja Atkinson (Mon, Tues, Wed)

Liz Calvi (Monday through Friday)

Soona Cho (Thurs, Fri)

Corinne Bevan (Thurs, Fri Crib breaks)

INCLUSION SUPPORT:

Fran Harrison (Mon – Fri)

CLERICAL ADMINISTRATOR: Helen Jackson (Tues, Wed, Fri)

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HISTORY OF THE PRESCHOOL

In 1960 a public meeting was called to discuss the establishment of a Community Kindergarten. The formation of the St Ives Preschool Kindergarten followed and the Ku-ring-gai Municipal Council leased the present area of land in Garrick Road to the newly established Kindergarten Association. Intensive fundraising activities followed and architects Collard, Clarke and Jackson were commissioned to design the original building, as they were the latter extensions.

MANAGEMENT OF THE PRESCHOOL

St Ives Preschool Kindergarten is administered by a Management Committee, elected at the Annual General Meeting, and is made up solely of parents of children who attend the Preschool. The preschool cannot function without parents taking up the roles on the Management Committee; so at least one parent of each family is required to attend the AGM in March of each year. All parents are eligible to join, as no particular skills are required, with the exception of the Treasurer's role. Meetings are held approximately every 6-8 weeks.

The Committee oversees the running of the Preschool – for example deciding on policies and procedures that affect the children, employing teachers, maintenance and deciding how best to spend funds. It is a great way to meet other parents and have a say in how the preschool operates.

In addition, a separate Social Committee is elected at the AGM. Its function is to organise fun social activities during the year, which enable parents to meet other parents as well as activities where the children can meet outside of Preschool. All parents have enjoyed these occasions in years gone by, and have included such events as Bike Days, Trivia nights and St Ives Village Green Fair days.

We ask that you contribute your time and efforts in one of the following positions:

- Management Committee** - President
Vice President
Secretary
Treasurer
Maintenance Officer
Parent Representatives/Staff Liaison
Social Committee President
General members (min 4)
- Social Committee** - President
Vice President
General members (min 6)

A summary of the various positions appears at the end of this booklet.

FUNDRAISING ACTIVITIES

Preschool Fees are set to cover the running costs of the Preschool, i.e. salaries and basic equipment, as it is a non-profit organisation. The Social Committee may be asked to help raise additional funds through fundraising activities involving all parents (i.e. BBQs and raffles) to replace or buy new capital or educational equipment. It is such a great time to get to know other parents and have fun. The more support and more parents we have helping, the more successful our fundraising activities will be, and the more your children will benefit. Remember, we are a community preschool and as such can only operate with parental participation. Fundraising also ensures that we are able to keep our fees as low as possible. If we are unable to sustain our fundraising efforts the Management Committee will be forced to review the Fees to enable us to continue to maintain and upgrade our facilities.

WELCOME TO ST IVES PRESCHOOL KINDERGARTEN

We look forward to a happy and rewarding time together with you and your child. For some children, going to Preschool may be the first time that they are away from their parents for an extended period of time. Even if your child is used to being with other caregivers, of course you want to be sure that you are doing the right thing.

We are very aware of the needs of your child beginning Preschool and aim to provide an environment which promotes happiness and security - somewhere your child will enjoy attending, feel confident to stay and make friends with the other children and staff.

Once your child is settled with an activity, and you and/or the teacher feel that it is an appropriate time to leave, please say goodbye **lovingly and confidently** (even if there are tears) and say when you will be back to pick him/her up.

Usually children settle down very quickly soon after you leave. We would always ring you if your child continued to be upset. Please feel free to ring if you are concerned in any way.

All children need to feel that they are valued as individuals and are capable of achieving their full potential.

Half an hour is allocated for staff to set up activities according to the planned program. This time is very important to the staff so we ask for your co-operation in not entering the Preschool before the official opening time.

The Preschool is closed during Public School holidays.

MISSION STATEMENT

To provide all preschool children with the skills, knowledge and attitudes essential for school and for later in life. We do this within a safe, positive environment and by using a program which reflects best practice, current educational thinking and the needs and interests of the children. We strive for inclusive, quality education and support, and we work in partnership with teachers, the children, their families and the local community. We use Belonging, Being and Becoming; The Early Learning Years Framework for Australia, in partnership with families to develop learning programs responsive to the children's ideas, interests, strengths, and abilities, and recognise that children learn through their play.

OUR PROGRAM

Our Program embraces the Australian Early Years Learning Framework. We believe that an inclusive, play-based program should reflect our respect for each child's unique nature. The program is one that is flexible, interesting and welcomes input from all (i.e. the children, staff and families). We recognise that a program such as this is ever changing; occurring constantly throughout the day and constantly evolving. The program has a strong emphasis on process rather than product related outcomes and is being constantly evaluated and modified to suit the changing needs and/or interests of the group. Our routine allows children time to explore and interact at their own pace as well as more structured times of the day for group discussions, sharing stories, experiencing music and so on. Four to five year olds engage in a program designed to prepare children for the transition to "big school" the following year. Excursions are conducted for all age groups, based on current interests and topics of discussion. "Incursions" also occur throughout the year for all groups and feature visits from high quality children's entertainers and/or presenters.

ORIENTATION

Our Preschool provides an orientation process for new children and families to familiarise themselves with the daily routine and activities. This process also helps to reassure parents that most children do settle in quickly to a new and strange environment. .

CARE AND EDUCATION AT PRESCHOOL

Each child brings to Preschool certain characteristics - interests, needs and abilities that are unique to that child. Our priority is the care and education of your child at this Preschool.

There are several differences between teaching and pure childminding. In addition to providing a happy, safe, nurturing environment for children, the teacher also **plans** for the children's learning needs based on their interests, needs and abilities; **implements** learning experiences in a carefully sequenced way; and then **evaluates** the children's learning at the end of the experience. Experiences are then planned to **follow-up or extend** the children's learning.

As you know your child best, we hope that you will share with us the knowledge you have about your child's interests and needs, so that we are better able to provide the best possible care and educational program for your child.

GOALS OF THE PRESCHOOL

Opportunities for early learning provide the basis for your child's present and future growth and development. The establishment of a sound relationship between parents and teachers, in the task of understanding the children and guiding them to develop at their own rate, to make satisfactory adjustments to people and environment, is a vital part of the Preschool program.

Through various teaching methods, activities and experiences, the teacher plans to support, nurture and extend the child's social, emotional, physical, intellectual, creative and language development.

INDIVIDUAL AND GROUP PLANNING

Observations of each child's behaviour, relationships and skills form a basis for individual program planning. Observations of all children will be recorded and used as part of an emergent curriculum. Each child's developmental records form part of their individual portfolio. The portfolio is available for parents to look at, at any time and will be the basis for a parent/teacher interview, half way through the year. Programs/activities are evaluated weekly. At the end of the year, these portfolios are given to the parents as a record of the year's activities and special moments. They act as a beautiful keepsake, which can be treasured for years to come.

Planning the program will be based on the Early Years Learning Framework. The framework focuses on the needs and interests of individual children and building

relationships with families and the community, ensuring all developmental areas are catered for. The program is evaluated each week and provides us with ongoing observations for the following week. This program is displayed near the sign in area in each room. We encourage you to read this each week and welcome any comments or suggestions you might make.

SOCIAL AND EMOTIONAL DEVELOPMENT

The Preschool develops skills already begun at home in a more structured social situation, under the supervision of staff.

Children will have the opportunity to make friends, learn the value of sharing and taking turns, interact with a variety of other children and adults, learn to take care of their own belongings and those of others, and learn socially acceptable behaviour. Self discipline and independence is also promoted.

The activities are planned as much as possible, to enable children to feel successful and positive about themselves and their efforts. The importance of **trying** is emphasised at all times.

Many experiences are planned with just a small number of children in mind, such as a story, music or drama experience. Then children are not overwhelmed, especially at first, and the teacher can monitor learning more closely and the children feel more confident about speaking up or having a turn.

A child with a good self-image and self-esteem is much more likely to learn effectively and establish good social relationships with others.

PHYSICAL DEVELOPMENT

Attention is paid to both **fine** (the manipulative activities of the fingers and hands) and **gross** (large muscle actions involved in movement) **motor development**.

Opportunities for fine motor development (which includes hand-eye co-ordination) include drawing, painting, cutting, threading, sewing, play dough, sand and water play, manipulative toys such as puzzles, lego and other indoor activities.

Our playground presents many opportunities for promoting gross motor development through climbing, jumping, swinging, and digging, throwing and catching balls. Through exploration in our unique outdoor setting, the children become aware of becoming socially responsible for, and respecting the environment. Music and movement activities help promote co-ordination and rhythmic development and teaching skills such as skipping, galloping, hopping and jumping.

INTELLECTUAL AND CREATIVE DEVELOPMENT

At all times we encourage the children to think about all they see, hear, feel, say, touch, smell and do. Skills such as predicting, discriminating, inferring, evaluating,

deciding, remembering and solving problems are promoted **incidentally** as well as during **planned** experiences, such as block play, puzzles, games, science activities, picture and story discussions.

Skills in learning to read and write are promoted in ways which on the surface do not seem to bare any resemblance to "formal" reading and writing.

For example: -

- * Sequencing a set of pictures from left to right, and top to bottom
- * Writing child's name in top left hand corner
- * Memory games that promote **memory** and **matching** of a visual image
- * Drawing and painting pictures (pictures are visual representatives of ideas, just like words)
- * Adults writing the child's story under his/her picture so that these words are more likely to be remembered by the child.

The children's creative development is developed through any activity that requires them to think and contribute in their own imaginative way, be it through art or craft activities, drama, music, movement and decision-making and problem solving. Preschool provides many opportunities to show children that there is often more than one way to come to a decision, express an idea or solve a problem.

LANGUAGE DEVELOPMENT

Attention is paid to both expressive and receptive language development i.e. how the child **expresses** him/herself and also what is **understood** by the child.

All of the activities at Preschool, including structured and unstructured group times, provide many opportunities for listening, talking, learning new vocabulary, asking and answering questions and taking turns to speak.

WHILST ON THE SURFACE IT MAY LOOK LIKE THE CHILDREN ARE "JUST PLAYING" AT PRESCHOOL, THEY ARE LEARNING FROM EVERYTHING THAT THEY DO.

ARRIVING AND LEAVING EACH DAY

The Preschool program **begins from 8.15am** and **finishes at 3.45pm**, although you may drop your child off any time after the official opening, they must be collected by the official closing time. Please arrive **promptly** at the beginning of each session and collect your child **on time** at the end of each day. Arriving on time in the morning is a good habit to develop as preparation for school. Arriving late means that your child will miss activities and time to develop their social skills. It is just as important to pick up your child on time in the afternoons as children who are picked up late often feel insecure and begin to doubt that they will be picked up.

In the morning please bring your child to one of the staff. The children are **not** to be left at the door or by themselves in a room without staff supervision.

Children **must** be brought to and taken from Preschool by an adult **known to the staff and authorised on the enrolment form.**

Please sign your child in each morning and sign them out each afternoon Siblings under the age of 18 are not permitted to sign in or out.

CHILDREN ARE NOT PERMITTED TO LEAVE THE PRESCHOOL WITH AN ADULT NOT LISTED ON THE ENROLMENT FORM AS AN AUTHORISED PICK UP PERSON.

If you wish someone else to collect your child, they must be an authorised person, (on your child's enrolment form), or if they are a parent of another child currently enrolled at the preschool, a separate collection authorisation form must be completed and handed into the teacher or clerical assistant.

OUR DAILY ROUTINE

Below is a brief outline of our daily routine. The routine is predictable and ensures that children, as they begin to settle in at preschool, feel secure knowing that the day proceeds in a particular order. However, the routine is also flexible so that children's current interests can be taken into account. For example we may pack away a little later than usual on one day because a majority of the children are involved in building a large block construction together. The routine also takes into account the changing seasons and weather so that there will be a slight variation in the summer and winter months. Examples of our daily routine can be found on the notice boards in each room.

DAILY TIMETABLE	
8.15am	Children Arrive – Outside Play
9.00am	Indoors, wash hands, morning group, activities.
10.40 – 11.00am	Group time
11.00 – 11.30am	Sunscreen, toilet, wash hands, morning tea, wash hands.
11.45-1.00pm	Outdoor play
1.00pm-1.45pm	Toilet, wash hands, lunch, outdoor play,
1:45-2.00pm	Wash hands rest/relaxation.
2.00pm	Whole or Small Group (Music/movement).
2.30pm	Table Activities
3.00pm	Outside play
3.45pm	Day Ends

FEES

Fees still apply for Public Holidays, parent holidays, pupil free days and sick days. Fees are payable each term. Term fees are calculated by the number of weeks in each term. The amount set takes into account the current Government funding. **Increase of fees is at the discretion of the Management Committee and may take place at any time during the year.** A fee notice will be issued in Week 8 of the previous term. A receipt will be issued only if requested.

Fees are due to be paid within 30 days of them being issued. If they are not paid by this date, a 10% late fee will be applied and payable. If necessary, fees can be paid by instalments, through prior arrangement with the Clerical Assistant.

The preschool also provides for payment of fees by credit or debit card. If fees are paid by credit card the 1.5% merchant fee is passed onto parents.

A non-refundable placement fee of \$400 is due within 7 days of an offer being made. \$200 of the placement fee will be deducted from your Term 1 fees invoice. The balance is kept by the Preschool to cover instances where an enrolment place is forfeited, and we are unable to immediately fill the position.

Costs for excursions and educational shows will be included in the Term account.

If you are withdrawing your child from the Preschool, we require 8 weeks written notice otherwise 8 weeks fees will be payable.

If you have any concerns or problems in paying your fees, please see the Director or Clerical Assistant before the fees are due.

As a community based Preschool, we are a non-profit organisation and as such we must recover our operating costs from three sources - government funding, fees paid by the parents and fundraising organised by the Social Committee.

CRAFT CLEANUP ROSTER

Each term we have a Craft Cleanup Roster. This involves helping the staff with the washing up of craft materials. This is usually one day a term for 45 minutes, and provides a wonderful opportunity for you to see what your child does and learns at Preschool each day. Please spend your spare time with your child. We welcome parent involvement. You can elect to clean up at either 11am or 2pm. Please tell the staff when you drop off your child in the morning, when you will be arriving to do the cleanup. It is necessary to sign in and out of the Visitors Register in the office, on the day.

The value of having one parent stay is that it increases the adult: child ratio, this means that the children can receive more help and attention from the staff and **you**. If you are unable to come and spend the morning at Preschool, maybe you have a close friend or relative that would like to attend. Remember that the children feel

very important having someone they know taking an interest in what they do at Preschool.

In addition to the Craft Cleanup Roster, we also ask for help with the washing, once a term. It is only a few items used during the week that we will place in your locker. The items can be returned the following week. This is a great help to us and we really appreciate it.

MAINTENANCE ROSTER

In order to keep fees as low as possible, maintenance of the Preschool grounds (raking, sweeping, etc) is undertaken by families on a roster basis. Please make every effort to attend your rostered day which will be twice for the whole year. A roster is issued at the start of Term 1. Please direct all queries to the Maintenance Manager. If you do not wish to volunteer for the Maintenance Roster a \$200 Maintenance levy will be added to your Term 2 fees account.

EXCURSIONS

Excursions or performances are arranged each term to extend the education program at the Preschool. Parents are welcome to come along and help supervise the children on excursions. We require a ratio of 1 adult: 2 children on our excursions.

QUALIFICATIONS OF STAFF

All teachers have degree qualifications in Early Childhood and our childhood educators, who work closely with the teachers, have Certificate III in Childcare plus many years experience working with Preschool children. Staff at St Ives Preschool also have current First Aid Certificates and Anaphylaxis and Asthma Training. All staff attend a variety of in-service training/workshops and conferences throughout the year in relation to childcare and education.

WHAT YOUR CHILD NEEDS TO WEAR TO PRESCHOOL

PLEASE ENSURE ALL CLOTHING AND HATS DO NOT HAVE ANY CORDS OR TOGGLES ATTACHED TO PREVENT CHOKING.

Many of the activities at Preschool are messy, and even though we provide aprons, more often than not, the children find a way to get paint on their clothes. So please make sure that your child is dressed in clothes that are **casual, comfortable and easily washable!**

If children are dressed in good clothes and are told "don't get dirty", they are often reluctant to participate in a particular activity, be it finger painting or digging in the sand pit. Thus they are less likely to benefit from the learning experiences available. Please try to dress your child to get the toilet as **quickly and independently** as possible. Overalls, trousers with difficult buttons or clips, tights, belts and braces

can be a problem for the children. They often have to rely on adult assistance to get undressed and dressed again, and if they have to go to the toilet in a hurry..say no more! Clothes with **elasticised waists** are **most suitable** for Preschool.

WHAT YOUR CHILD NEEDS TO BRING TO PRESCHOOL EACH DAY

*** A Preschool Bag**

This should be **easy** for the child to open and close themselves without adult assistance.

Just make sure it is **large enough** to accommodate your child's lunch box, drink bottle, morning tea and spare clothes and can hang in the locker.

REST TIME

If a child needs a rest during the afternoon, they will be given the opportunity to do so, with the preschool providing sheets for the beds. The sheets will be sent home with the child, and we ask that be washed and returned as soon as possible.

HATS AND SUNSCREEN

It is essential that your child has a hat packed in their Preschool bag; this hat should protect the face, neck and ears from the sun. Please make sure that your child's hat is clearly named and has no cords or toggles attached to prevent choking. We will make certain that your child then wears that hat in the playground throughout the year. Our playground has been specifically designed to maximise areas of shade and we are fortunate that our playground is naturally shady. Shade cloth provides extra shade in areas such as the sandpit.

Sunscreen is available at the Preschool for use by parents on arrival so please take advantage of this resource in the morning. We will also encourage children to apply sunscreen before going outside after morning tea. Cancer Council sunscreen is used, however, you are welcome to supply your child's own sunscreen if they have an allergy to this brand. Please be sure to inform the staff if this is this case and make note on the enrolment form.

Please note that we have bucket hats in various colours, with the Preschool Logo for sale if you wish.

SPARE CLOTHES

Every now and then little mishaps occur and it may be necessary for your child to change into fresh clothes.

Please make sure that you send a spare change of clothes to Preschool each day in your child's Preschool bag. This includes underwear, socks, T-shirt and pants. An extra layer in Winter is a great idea as our playground is very shady and cool.

TOYS

The children are discouraged from bringing toys to Preschool as they frequently get lost or broken and they can also distract the children from getting involved in other activities.

Toy guns or any toy weapons are not permitted at Preschool and no Superman/Batman capes (for safety reasons). We ask for the help of parents with this - please support us and do not let your children bring these items along to Preschool. We often set-up role play situations with different characters e.g. hospital, space, thus superhero costumes would restrict the scope of imaginary play.

Sending a soft toy for security during the initial settling-in period, or for rest time is fine.

FOOD

The Preschool is a Nut Free Zone.

This includes any whole nuts, peanut butter, nutella or nut based products. This is to protect children who have nut allergies that are life threatening. This applies to parent meetings, out of hours, in the Preschool also. The children are required to bring their own piece of fruit for morning tea. Please pack your child's morning tea in a named, paper bag or container - not in their lunchbox as this will be placed in the refrigerator. This can then be placed in the morning tea basket in each room. We encourage you to pack a nutritionally balanced lunch for your child in a **small flat topped, named, solid lunchbox, to be stacked into the fridge. Please choose a size of lunch box suitable for the amount of food as space in the fridge is limited.**

In an effort to encourage healthy eating habits amongst the children, we ask you to refrain from including sweets, chocolates, chips and other highly processed foods in your child's morning tea or lunch. **Ideas for healthy lunches, morning teas etc will be provided via the newsletter from time to time.**

In order to develop sustainability awareness in the children we also encourage low waste lunches. Minimal packaging is therefore preferred for this reason.

DRINK BOTTLES

Drink bottles with water are required so that the children are able to drink when they are thirsty. Please ensure your child can open and close the bottle independently. The drink bottle is placed in an esky to keep cool during the day. The children return the bottles to their bags after lunch. Please do not send popper style drinks as the children find them hard to open and they tend to spill. Fresh water is available for children at all times.

REMEMBER TO CLEARLY LABEL EVERYTHING YOUR CHILD BRINGS OR WEARS TO PRESCHOOL.

BIRTHDAYS

Cakes for birthdays are welcome, as birthdays are very special occasions. Please keep them simple and easy to cut into 20 pieces. Cup cakes are ideal!

MEDICATION

If it is necessary for your child to take prescribed medication whilst at Preschool, please ask the staff for a medication authority form to complete. **Medication must be in the original container and clearly labelled with name and dosage instructions from your Doctor. We cannot administer any "over the counter" medications without an authority from your Doctor.**

This does not include Panadol. Refer to medication authority on enrolment form.

PRIVACY

The information provided by you on all forms, will be used by St Ives Preschool Kindergarten, for the purpose of general administration, communication, planning, programming, health and safety issues and evaluation. The information is essential for enrolment and licensing purposes and to develop the educational program for your child. The information provided will be held securely and disposed of securely when no longer needed. You may correct any personal details by contacting the Director or clerical assistant at the Preschool at any time.

SICK CHILDREN

Generally we ask that children who are feeling sick be kept at home, particularly if they are running a temperature and are unable to participate in the day to day routine of the preschool. Children should have been taking antibiotics for at least 24hrs before returning to preschool and, should your child become unwell whilst at preschool, you will be contacted to come and collect your child.

There is a policy dealing with the Preschool's procedure for managing sick children at the centre and all parents are encouraged to familiarise themselves with this policy. There is a policy folder in each classroom.

GRIEVANCES AND CONCERNS

Please forward all grievances, complaints or feedback to:

Julie Harris – Preschool Director / Nominated Supervisor
St Ives Preschool Kindergarten
29 Garrick Road
St Ives, 2075
Email: info@stivespreschool.org.au
Phone : (02)91447904

Contact Details of Regulatory Authority:

NSW Dept Education
NSW Early Childhood Education and Care Directorate
Locked Bag 5107
Parramatta, 2124
ececd@det.nsw.edu.au
Phone: 1800619113

Whilst in the first instance we would encourage you to talk to staff, any or all of these people may be contacted for advice, help or action should you experience problems or require assistance.

Full details of the grievance policy and procedures are available as part of the Policy and Procedures Manual located in each classroom of the Preschool.

All grievances are treated with complete confidentiality and will be referred to appropriate parties on a 'need to know' basis, names are only disclosed where necessary. In particular, any details involving or referring to a child cannot be and are not disclosed to the members of the Management Committee without the written consent of the parent or guardian.

At all times, staff and families within the Preschool, must approach grievances in a calm, co-operative and respectful manner with all concerned.

WORKPLACE HEALTH AND SAFETY

St Ives Preschool is committed to a safe and healthy environment for all children, employees, parents / guardians in accordance with the current legislation.

Should you have any concerns regarding Workplace Health and Safety, please bring it to the attention of the staff at the Preschool.

All details of our WH&S policy are readily available for your perusal in our Manual located in the office.

PARKING AND ROAD SAFETY

Please note that there are current parking restrictions in Garrick Road which must be observed at all times. We have one disabled car space at the front of the preschool that can only be used for permit holders or by emergency vehicles. Parking infringement officers do patrol from time to time and fines are incurred if people park illegally. Please respect our neighbours in Garrick Road by not parking across driveways at any time.

Please also ensure that children are supervised at all times when coming in to or leaving the preschool each day. Children should hold hands with an adult and always stay on the footpaths provided. Watch for cars reversing and leaving and remind your child about road safety.

PARENT FEEDBACK

The staff at this Preschool, take regular detailed observations of your children. From these observations they plan the activities in both the indoor and outdoor environment.

A record of your child's development is kept as part of their individual portfolio and these can be viewed at any time. If any of the staff are concerned about your child's development/progress, they will discuss this with you at a mutually convenient time. Similarly, if any parent wishes to discuss any matter pertaining to their child, an appointment can be made. There will be a parent/teacher interview during the year as well. The portfolios will be taken home at the end of each year.

St Ives Preschool has Policy and Procedure Manuals that are available for you to look at any time. They are located in the office and in each classroom.

FINALLY

If you would like to discuss any matter concerning your child and/or the program at Preschool, please do not hesitate to talk to the Director or teacher concerned. If necessary, an appointment can be made at a mutually convenient time. The staff at St Ives Preschool, are here to support and nurture **your** child's development, so your concerns are our concerns as well. Once again we look forward to a happy and rewarding time together with you and your child and we welcome you to our Preschool.

Our Philosophy

At St Ives Preschool Kindergarten we have a long and proud tradition of providing inclusive, quality education, care and support for children and their families that reflects best practice and current educational thinking. We are committed to providing a warm and positive environment for all involved with the centre.

1. In relation to children.....

1.1 We believe that all children are individuals who bring to the Preschool their own interests, skill levels, learning styles and life experiences.

1.2 By recognizing that each child has rights we strive to provide a safe, secure and stimulating learning environment where children are able to make choices, take pride in their achievements and become engaged in the day to day process of learning.

1.3 For children to become partners in learning, with each other and with the staff which ultimately will empower children to become independent and motivated thinkers.

1.4 We recognise and actively support the importance of fostering the mental health and wellbeing of children.

2. In relation to the programme.....

2.1 We believe that an inclusive, play-based programme should reflect our respect for each child's unique nature which maximises the opportunities for children to learn and have fun!

2.2 Our programme is flexible and engaging and responsive to the children's ideas, interests, strengths and abilities, where a child's sense of agency is valued and promoted.

2.3 We recognise that a programme such as this is ever-changing and constantly evolving throughout the day.

2.4 Our programme has a strong emphasis on process based learning and inquiry. We recognise the different styles of teaching and learning; ranging from free exploration, child led play, guided play, intentional teaching and demonstrations.

2.5 Our programme is continually evaluated and modified to reflect and suit the changing needs/ or interests of the children through our process of critical reflection and our ongoing cycle of planning.

3. In relation to families.....

3.1 We believe that all families have the right to feel welcomed into a safe and supportive environment where all input is valued and respected.

3.2 We strive to provide a network for families in order to foster a community spirit and provide access to resources both internal and external within the local community.

3.3 We believe that all families have the right to maintain their own cultural practices and beliefs and that diversity is recognised and celebrated throughout the year.

3.4 We value a partnership, whereby we can all work together for the benefit of the child and family as a whole. As we are a community based Preschool, which is operated by a voluntary parent management committee, we rely on families for many aspects of our day to day operation such as committees, rosters, events and so on. This type of family involvement ensures that this partnership is one of mutual benefit for all.

4. In relation to staff.....

4.1 We believe that as staff we all bring different experiences, interests and strengths to the Preschool.

4.2 We recognise the importance of working together as a supportive team, valuing and respecting the input of all concerned.

4.3 We strive to maintain an approachable and caring attitude and show genuine interest in the children, families and community.

4.4 We recognise the importance of ongoing training and development, to stay current and embrace new ideas and theories and regularly reflect to enhance our practices.

4.5 We see ourselves as facilitators, collaborating with the children on a journey of learning and believe that maintaining a sense of humor helps us to appreciate the joy that every day brings.

4.6 We recognise the importance of working in partnership with a network of external agencies to meet the needs of the children and their families.

5. In relation to the community.....

5.1 St Ives Preschool aims to provide a service that assists all children and their families to have equal access to a high quality Early Childhood experience.

5.2 We are committed to providing a service that reflects the needs of all within the community.

5.3 We recognise and pay respect to the Aboriginal and Torres Strait Islander people who have been nurturing and teaching children on this land for thousands of years. Our Preschool Community continues to learn and share a deeper understanding and appreciation of our Indigenous languages, people and culture of the past, present and future.

5.4 We believe in the importance of supporting our Community. This is reflected in our involvement in, and support of, local community events, our positive relationships and collaboration with local schools and other support services in the area. This involvement also extends beyond to the wider community to encourage a broader world connection.

6. In relation to the environment.....

6.1 We believe that it is important to provide an environment that is well maintained, safe and secure.

6.2 We see our environment as an essential part of the learning process with a balance of quiet and active areas; different surfaces and textures which invite exploration, discovery and wonder.

6.3 We strive to create environments in which children experience mutually enjoyable, caring and respectful relationships with people and the environment.

6.4 We encourage the children and our Preschool community to develop a sense of responsibility for the environment within the Preschool and the world beyond.

Source:

The Early Childhood Australia (ECA) Code of Ethics 2016

<http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/>

UN Convention on The Rights of a Child.

www.ohchr.org/Documents/ProfessionalInterest/crc.pdf

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Draft amended on Wed 18th June 2008

Ratified 14th August 2008

Reviewed and amended on Wed 30th May 2012

Reviewed May 2013, May 2014,

Reviewed and amended Jan 2016

Reviewed and new draft formulated August 2019

Ratified 16th September 2019

CHILDREN LEARN WHAT THEY LIVE

- IF a child lives with criticism,
 HE learns to condemn,
- IF a child lives with hostility,
 HE learns to fight,
- IF a child lives with ridicule,
 HE learns to be shy,
- IF a child lives with jealousy,
 HE learns to feel guilty,
- IF a child lives with tolerance,
 HE learns to be patient,
- IF a child lives with encouragement,
 HE learns confidence,
- IF a child lives with praise,
 HE learns to appreciate,
- IF a child lives with fairness,
 HE learns justice,
- IF a child lives with security,
 HE learns to have faith,
- IF a child lives with approval,
 HE learns to like himself,
- IF a child lives with acceptance and friendship,
 HE learns to find love in the world.

Dorothy Law Nolte

Management Committee

Roles of Officers

The following is a brief outline of the roles of the office bearers:

President:

The President is the public spokesperson and the “public officer” of the Association. A licence to operate the Pre-School Kindergarten is provided by the Department of Education.

The President is required to:

- prepare the agenda and chair meetings;
- ensure directors are briefed of their statutory obligations;
- support all Preschool functions;
- ensure that new office bearers complete “Consent to Act As Director” forms;
- attend to all statutory requirements under ASIC and ACNC guidelines and application sections of the Corporations Law;
- ensure that this policy manual is updated on an annual basis.

Vice-President:

- Stands in for the President;
- takes on special projects;
- assists the Director with meeting licensing and statutory requirements;
- endeavours to attend all Preschool functions;
- conducts Business Plan Review in preparation for the incoming Committee prior to year’s end.

Treasurer:

- Prepares Financial Statements to 31 December and Directors' Report and arranges Audit Report to members for year ending 31 December;
- oversees the preparation of monthly accounts;
- prepares the annual budget for the incoming Committee (in November);
- presents monthly accounts at the Management Committee meetings;
- assists Director with any changes to wages / award conditions;
- ensures that the Annual Report is lodged with ACNC by the due date.
- liaises with President for changes to bank authorities.

Secretary:

- Prepares minutes of meetings, maintains continuing files, issues and receives correspondence, co-ordinates flow of information to members of the Management Committee;
- maintains the statutory Minutes File.

Maintenance Manager:

- Prepares and maintains the maintenance roster throughout the year;
- Requests the leader for each maintenance day to co-ordinate the rostered parents.

Tasks to be done by rostered parents:

- sweep paths and deck attached to Koala room;
 - brush off cobwebs;
 - shake and dust off mats;
 - rake the sand pit;
 - rake bark so it is evenly distributed and turn to aerate;
 - prune trees and ground cover in the winter;
 - remove rubbish from around playground;
 - blow leaves and collect for disposal.
- Sees to odd jobs throughout the year.
 - Ensures that tools and equipment are kept in good working order.

Social Committee President:

Heads up the Social Committee which is established each year to organise fund raising and social events which encourage social interaction, cohesion and friendship amongst the Preschool community.

Whilst it has no separate status in the overall legal framework of the Company, The Social Committee is an invaluable and integral part of the successful functioning and continuation of the Preschool.

The Social Committee President and volunteer members are elected at the AGM.

The Social Committee President is also elected to the Management Committee.

The Social Committee meets formally and maintains minutes. The Social Committee President briefs the Management Committee or President.

The Director and Management Committee provide the Social Committee with a prioritised list of items funding is required for. The funds raised are normally spent during the year on the purchase of equipment and materials for the Preschool.

Social Committee members are elected at the AGM. Roles include:

President:

- A position of delegation, organisation and co-ordination.
- Manage and generally oversee all events and money-raising activities.
- Represents the Social Committee at the Management Committee

Social Committee Members

- Assists/co-ordinates in the running of the various social and fundraising events that occur during the year.